

Sinopsis

Pencapaian pelajar dalam bahasa ketiga ataupun bahasa asing sering dipertikaikan oleh pihak pengurusan dan kalangan masyarakat. Kajian ini dijalankan untuk meneroka kesejajaran kurikulum antara kurikulum bertulis bahasa Mandarin dengan pelaksanaannya, yakni pelaksanaan kurikulum pengajaran oleh pensyarah dan kurikulum dipelajari oleh pelajar dalam kelas demi meneliti fenomena tersebut secara holistik. Di samping itu, kajian ini juga meneliti pengalaman pelajar mempelajari bahasa Mandarin. Kajian kualitatif ini menerapkan model pengauditan English (1992) dan model iluminatif yang diperkenalkan oleh Parlett dan Hamilton (1977) untuk meneliti proses pelaksanaan kurikulum. Dua konsep daripada model iluminatif iaitu sistem pengajaran dan milieu pembelajaran digunakan sebagai kriteria untuk mendapat data kajian. Peserta kajian adalah terdiri daripada tiga orang pensyarah dan sembilan orang pelajar daripada tiga kelas bahasa Mandarin pada tahap III di salah satu universiti di Malaysia. Pelbagai protokol kaedah kajian kualitatif seperti pemerhatian kelas, temu bual dan analisis dokumen diguna pakai sebagai sumber data. Data yang dikumpul dikendalikan dengan menggunakan NVivo 10.

Hasil analisis menunjukkan terdapat kesejajaran dan ketidaksejajaran antara kurikulum bertulis dengan pelaksanaan kurikulum dalam kelas bahasa Mandarin. Ketiga-tiga pensyarah menghabiskan sukatan pelajaran dan menjalankan penilaian berdasarkan kurikulum yang ditetapkan dalam kurikulum bertulis. Ketidaksejajaran kurikulum yang paling nyata adalah ketiga-tiga pensyarah mengaplikasikan pendekatan nahu terjemahan dalam pengajaran, iaitu fokus kepada penerangan kosa kata, tatabahasa dan membetulkan sebutan dalam kelas. Dengan itu, pensyarah mengabaikan aktiviti kelas yang melibatkan pembelajaran aktif seperti pengajaran komunikatif yang ternyata dalam kurikulum bertulis dan diingini pelajar. Pelajar setakat memahami pengajaran pensyarah dalam kelas sahaja, pengalaman pembelajaran pelajar setakat menerima informasi tanpa melibatkan diri secara aktif untuk mengaplikasikan bahasa yang dipelajari dalam kelas. Hal ini berlaku kerana kefahaman pensyarah terhadap kurikulum ini dipengaruhi oleh kepercayaan pensyarah masing-masing. Lebih-lebih lagi, didapati tidak mempunyai penerangan yang terperinci dalam dokumen kurikulum bertulis tentang perkara tersebut. Selain itu, pelajar cuma belajar untuk menghadapi peperiksaan walaupun mereka minat terhadap bahasa yang dipelajari. Ini telah menyebabkan penguasaan kosa kata dan pengetahuan dalam bahasa yang dipelajari adalah terhad dan dalam ingatan sementara sahaja. Hal ini juga menyebabkan pencapaian akademik pelajar lebih baik daripada keupayaan bertutur pelajar dalam bahasa Mandarin. Sehubungan dengan itu, pelajar tidak mengaplikasikan bahasa Mandarin dalam komuniti kerana segan, takut melakukan kesalahan dan tidak mempunyai keyakinan. Lebih-lebih lagi, pelajar tidak mempunyai peluang untuk bertutur bahasa yang dipelajari dalam kelas sebelum diaplikasikan dalam komuniti.

Dapatan kajian ini boleh digunakan sebagai rujukan untuk penggubal kurikulum bahasa terutama sekali bahasa ketiga ataupun bahasa asing untuk mereka dan penambahbaikan kurikulum. Di samping itu, dapatan kajian ini memanfaatkan pensyarah dan pengkaji dalam bidang berkenaan. Berdasarkan dapatan kajian ini, didapati *flipped classroom* merupakan salah satu model pengajaran yang sesuai diterapkan dalam kurikulum kursus bahasa Mandarin. Selain itu, kajian lanjut juga disyorkan.

Curriculum Consonance of Mandarin Curriculum and Its Implementation in Institutions of Higher Education

Synopsis

Achievement of the students in a third language or a foreign language is often disputed by the administrators and the community. This study is conducted in order to investigate the phenomenon holistically by exploring the curriculum consonance between the Mandarin written curriculum and its implementation, that is the implementation of taught curriculum by the lecturer and the learned curriculum as experienced by students in the classroom. Meanwhile, insightful investigation of student experiences in learning Mandarin was done as well. This qualitative study adapted the English (1992) audit model and illuminative model from Parlett dan Hamilton (1977) to investigate the curriculum implementation. Two concepts from the illuminative model, that are educational system and learning milieu are used as the criteria for collecting the data. This study involved three Mandarin classes at level three, involving three lecturers and nine students from one of the public institutions of higher education in Malaysia. Data were collected from the different sources of the qualitative research protocol, such as classroom observations, interviews and document analysis. All the data were managed using NVivo 10.

The findings demonstrated that there were areas of both consonance and dissonance within the written curriculum and its implementation in Mandarin class. The syllabus and assessment in the written curriculum were found to be fully implemented by the three lecturers. The most salient dissonance of those three lecturers came from the grammar translation teaching approaches that focused on explaining the vocabulary, grammar and correct pronunciation. This led to the neglect of active learning class activities such as communicative approach as expected by the student and mentioned in the curriculum. The students understood the lecture in class per se. Their learning experience in class was solely based on received information without active practice in applying the language learned. This was attributed to the lecturers' belief and it influenced the lecturers' understanding of the curriculum. In addition, the written curriculum documents were lacking in detailed descriptions of activities. Besides, students only studied for the examination even though they were interested in the language. As a result, their vocabulary and knowledge of the language they have learned were limited and in short term memory. Thus, their academic performance for this subject is better than their ability to converse in Mandarin. Furthermore, the quantity of the vocabulary students can remember is limited. Therefore, students were lacking in confidence, worried about making mistakes and felt shy to apply the language in the community. This problem was also due to their lack of opportunity to practice the language learned in the class before applying the language in the community.

Findings of this study can be used as reference for lecturers and researchers in this field; curriculum designers can use the findings in designing the language curriculum, especially for third or foreign languages, or for curriculum review. Based on the findings of this study, a flipped classroom model was recommended as the alternative instructional model for the Mandarin curriculum. Besides, suggestions for further research were also made.